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social economics for...

Chicago

c1895

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FILM SIZE: 35mm

REDUCTION RATIO: 9:1

IMAGE PLACEMENT: IA IIA IB IIB

DATE FILMED: 2-9-98

INITIALS: PB

TRACKING # : 29872

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Banks and Banking
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ILLUSTRATED FIRST READER

IN SOCIAL ECONOMICS

FOR BACKWARD PUPILS

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few Occasions, No. 24.

Monthly, \$1.00 a year.

May, 1895.

Entered at the Postoffice, Chicago, as second class matter.

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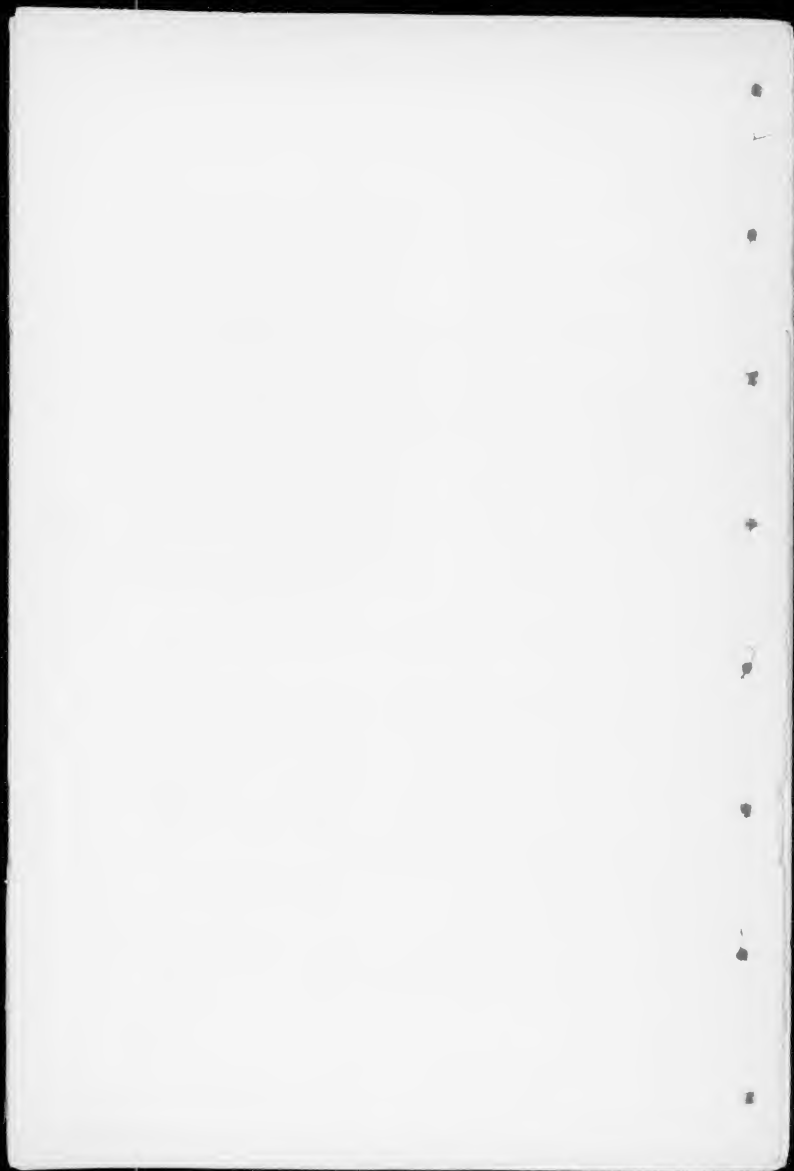
NOTICE TO PARENTS AND TEACHERS.

THESE simple lessons are for the purpose of developing the powers of observation and reasoning which a too exclusive attention to daily newspapers frequently results in stunting. The pupil should in the study of each lesson be taught to observe three things:

1. There is at the present time great want and suffering even among those able and willing to work.
2. This distress is for the most part caused by laws enacted in the interest of the money-lending class.
3. Government banking would be a simple and effective remedy.

Pupils who have thoroughly mastered this little book will doubtless desire to know how government banking could be established, what rate of interest ought to be charged, how the government could be secured against loss, etc. All these questions answered in "Money Found," a book by Hon. Thos. E. Hill, which no student of finance can afford to miss.

THE PUBLISHERS.



LESSON I.—A BARGAIN COUNTER.



What place is this?

It is the in-side of a big store.

What makes the women crowd so?

If they are in time each can get a spool of thread for one cent. It is worth four cents.

Is it not good that they can get thread so cheap?

Wait till I tell you how it was. The man who made the thread had a large mill. Many men worked for him. He paid them with money from the bank. By and by the man at the bank said he could have no more money, because money was tight.

Then the mill had to stop, and all the thread had to be sold to pay notes.

The man who runs this big store has a great deal of money. He said he would take all the thread and pay half a cent a spool. No one else could buy it; so he got it at his own price.

That is why the thread can be sold at a bargain.

LESSON 1.—A BARGAIN COUNTER.



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LESSON II.—A TRAMP.



This man is a tramp.

What is that?

It is a man who has to walk from place to place to find work.

Why is he a tramp?

The mill where he used to work shut down.

Why did it shut down?

There was no mon-ey to pay the men.

Where had the mon-ey gone?

It was put in the bank, then the man who ran the bank stole it.

Is the tramp a bad man?

No, but he soon will be a bad man if he does not find work.

Are there more men like him?

There are—a great many of them.

When will they all find work?

When the State has its own banks; then mon-ey will be safe and the mills can pay the men.

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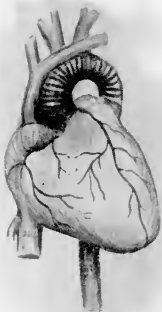
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LESSON III.—A HEART AND A BANK.



This is a heart.
Have you a
heart?

Yes, ev-er-y one
has a heart.

What is a heart
for?

To make the
blood flow where
it needs to go, so
as to make all
parts of the bod-y
work as they
should.

What if the heart should try to keep all the
blood it could for its own use, and not send it to
all the parts of the bod-y? Would not the man be
ill?

The State is like a man. Mon-ey is like the
blood. The bank is like the heart.

Some think the bank tries to keep all the
mon-ey for itself.

What do you think?

Some think the State is ill now.

Do you think it is?

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Do you think it is?

LESSON IV.—A SAFETY DEPOSIT VAULT.



See the man
with the mon-ey.

What is he
go-ing to do?

He is go-ing to
put it in a strong
box and lock it up.

Why does he do
that?

So he will not
lose it.

Does the mon-ey
do any good when
it is in the box?

No, it does no good to the man who put it there
and no good to any one else.

Why does not the man take it to the bank, so
it will do some good?

He thinks the bank might fail; then he would
lose it.

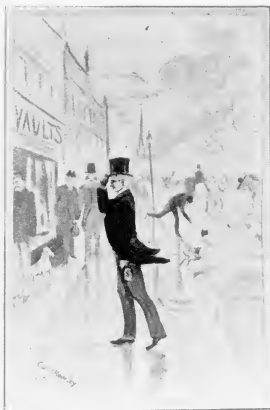
Would he think that if the Na-tion owned the
bank?

No, he would not, he would know the bank
would be safe.

Why does not the Na-tion own the banks?

You tell.

LESSON IV.—A SAFETY DEPOSIT VAULT.



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LESSON V.—THE BANKER.



Oh, see the man in the chair. Why does he look so grand?

Be-cause he has mon-ey to lend, and all who need mon-ey must come to him.

Is it his own mon-ey he has to lend?

No, it is the peo-ple's money. When they have more than they need they leave it with him, and when

they need more than they have they ask him to lend it. He is called a bank-er.

Why does the man who stands look so sad?

Be-cause he needs mon-ey to pay his men, and the bank-er will not lend it to him, un-less he will pay eight per cent.

Why do not the peo-ple have a bank of their own, so as to get all the mon-ey they need at four per cent?

They do not know e-nough yet. But they are learn-ing fast.

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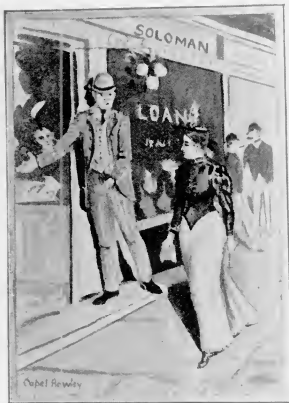
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LESSON VI.—THE PAWNSHOP.



See the three gold balls. How pretty they look in the sun!

The girl does not look at the balls. She is crying. Soon she will go into the shop.

Why does she go in?

She must have money to buy food or she will starve.

Now she goes in, and shows the man a ring. It is worth forty dollars.

He gives her nine dollars and a ticket.

If she comes back in a month and brings him ten dollars she will get her ring, but if she can not do this the man will keep it.

If the Nation had its own bank she could take her ring there and get twenty dollars; then when she earned more money she could get her ring back.

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LESSON VII.—THE THIEF.



See the boy run.
What has he in his
hand?

It is a purse. He
snatched it from
a la-dy.

Will they catch
him?

Yes, I think they
will. Then they
will put him in
jail.

What will he do
there?

He will talk
with men who know how to steal bet-ter, then
when he is let out he will try a-gain.

Why did he steal the purse?

Be-cause he thought there was mon-ey in it.

If peo-ple nev-er car-ried mon-ey, but on-ly checks,
would he want to steal a purse?

No, he would not, for he would have no use for
the checks.

If the Na-tion owned the banks, could peo-ple
car-ry checks and leave the mon-ey in the banks?

Yes, that is what they would do. Do you not
think that would be a good plan?

LESSON VII.—THE THIEF.



See the boy run.
What has he in his
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It is a purse. He
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Will they catch
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Yes, I think they
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What will he do
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LESSON VIII. THE FARMER.



See the man
with all those
bags.

What is in the
bags?

There is wheat
in them.

What will the
man do with the
wheat?

He will sell it
for fifty cents a
bush-el.

Then he will
buy a new coat for him-self and a dress for his
wife, will he not?

No, he will not do that.

Do they not need new clothes?

Yes, but the man must pay all the mon-ey for
in-ter-est. He has to pay eight per cent.

Would not the man be glad if the Nation had
a bank so he need not pay but four per cent. and
could have some mon-ey for clothes?

Yes, and it would be a good thing for the men
who make the clothes.

Why do not all these men vote to have the
Nation own the banks?

That is what they will do soon.

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LESSON IX.—THE ARTIFICIAL LAKE.



See the pretty lake!

Not long ago there was a marsh where the lake is.

How did the lake get there?

Men dug out the earth from the marsh and the water ran in.

Now the grass near the lake is green even when the sun is hot

and the grass in most places is dried up.

If such lakes could be made all over the country, there would be more rain, so that the grass and wheat and corn would not dry up.

There are a great many men out of work who would be glad to make the lakes.

If the Nation owned the banks, it would have the money to pay for this work.

Would you not be glad to have it done?

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LESSON X.—THE NEW BARN.



See the man on the barn.

Is it a new barn?

Yes, it is not quite done.

Why did the man make it?

The old barn was too small and it leaked.

Did the man need a new barn long?

Yes, for a long time.

Why did he not make one as soon as he need-ed it?

He had to pay all he could earn each year to the man who had a mort-gage on his farm.

Then why can he build a barn now?

Now the Na-tion has its own banks, so he has to pay but half as much each year, and can use the rest for a new barn.

Now few men are out of work, and all who work have good pay.

This is a dream. Some day it will come true.

LESSON X.—THE NEW BARN.



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LESSON XI.—GOOD ROADS.



See the man
with the wheel.

What is the
wheel for?

It is to ride on.

Why does he
not ride, then?

The mud is so
deep that the
wheel would stick
if he should try
to ride.

What does he
say?

It would not look well in print.

Why is the road so bad?

It is made of dirt. It needs to be filled in with
stones and gravel.

Why do we not have better roads?

The men who live near the roads have all the
tax they can pay now. They are too poor to pay
for better roads.

If the Nation owned the banks, it would have
money to pay for a great deal of work, so that
we could have good roads.

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LESSON XII.—A CLAM.



What is this in
the shell?

It is a clam.

What does the
clam do?

He gets his food
and eats it.

What does the
clam think?

He does not care
to think, he just
eats.

Are there men
like that?

I fear there are. I know a man who works
hard each day.

I told him how his pay was made less through
bad laws, and how men were thrown out of work
and left to starve.

What did he say?

He said a man who talked so was a crank, that
all men could find work who wished.

Some day this man will lose his job, then he
will not have so much to eat and he may learn
to think.

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to think.

LESSON XIII.—THE FLAG OF THE FREE.



This is a flag. Some call it the Flag of the Free.

Why do they call it that?

When the flag was first made, all the men of the land were free—but the black men—they were slaves.

Then there was a great war and the slaves were made free.

But in the next few years bad laws were made to help the rich heap up more wealth, and force the poor to work for small pay if they get work at all.

Now few are free but the rich.

But the poor have the most votes. Some day they will learn to use them, and choose men to make good laws, so that all may have a just share of the wealth that their work makes.

Then all in the land will be free, and all will love the flag.

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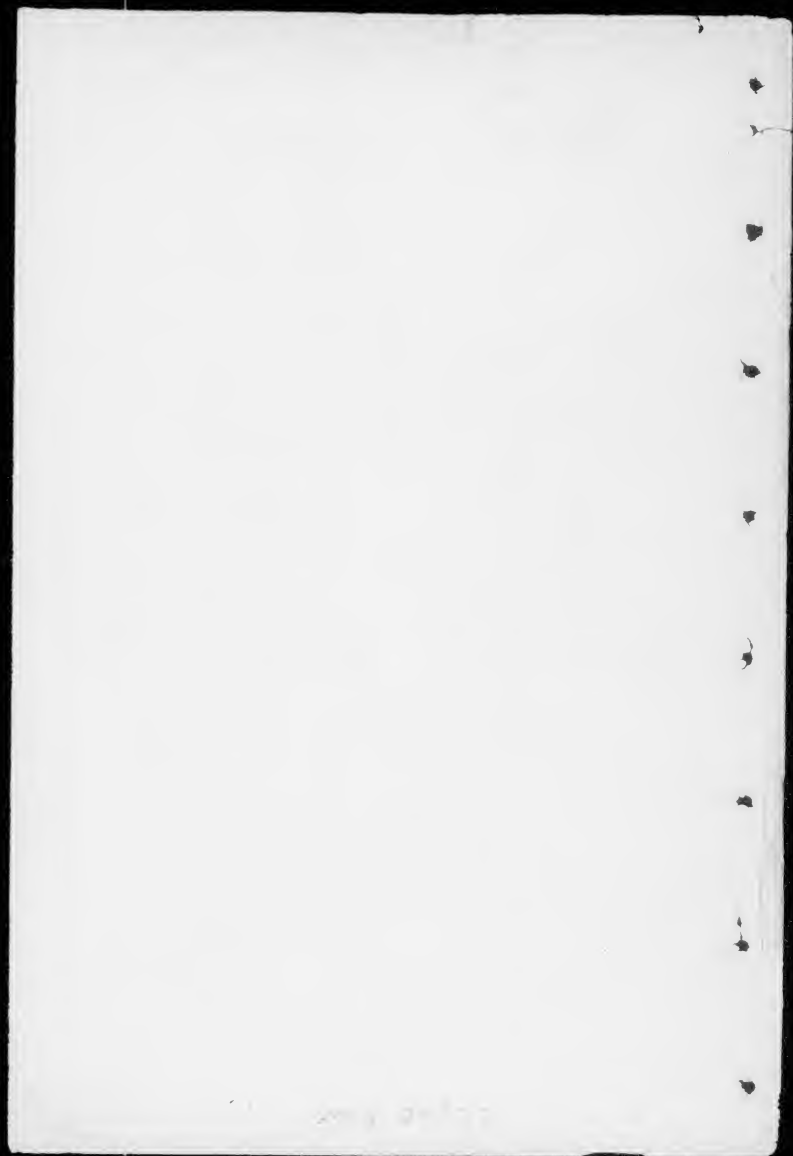
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